

Lake View Elementary

PO Box 685

Lake View, SC 29563

Grades K-4 Elementary School

Enrollment 309 Students

Principal Kimberly Scott 843-759-3003

Superintendent Stephen Laird 843-759-3001

Board Chair Earl Gleason, Jr. 843-464-2288

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	13	56	36	2

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Below Average	Below Average	No

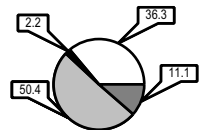
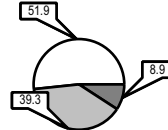
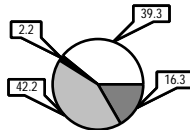
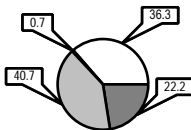
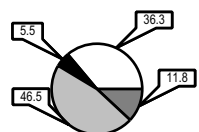
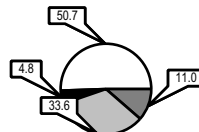
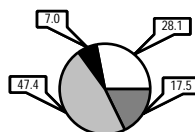
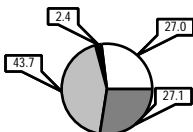
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	141	100.0	36.8	40.4	22.1	0.7	30.1	Yes	Yes
Gender									
Male	69	100.0	50.7	37.3	11.9	0.0	14.9		
Female	72	100.0	23.2	43.5	31.9	1.4	44.9		
Racial/Ethnic Group									
White	63	100.0	22.2	49.2	27.0	1.6	38.1	Yes	Yes
African American	73	100.0	50.0	32.4	17.6	0.0	23.5	No	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	109	100.0	33.0	39.6	26.4	0.9	35.8		
Disabled	32	100.0	50.0	43.3	6.7	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	141	100.0	36.8	40.4	22.1	0.7	30.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	141	100.0	36.8	40.4	22.1	0.7	30.1		
Socio-Economic Status									
Subsidized meals	116	100.0	41.4	38.7	19.8	0.0	26.1	Yes	Yes
Full-pay meals	25	100.0	16.0	48.0	32.0	4.0	48.0		

Mathematics – State Performance Objective = 36.7%									
All Students	141	100.0	39.7	41.9	16.2	2.2	33.1	Yes	Yes
Gender									
Male	69	100.0	43.3	47.8	7.5	1.5	22.4		
Female	72	100.0	36.2	36.2	24.6	2.9	43.5		
Racial/Ethnic Group									
White	63	100.0	28.6	49.2	19.0	3.2	38.1	Yes	Yes
African American	73	100.0	52.9	30.9	14.7	1.5	27.9	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	109	100.0	30.2	48.1	18.9	2.8	39.6		
Disabled	32	100.0	73.3	20.0	6.7	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	141	100.0	39.7	41.9	16.2	2.2	33.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	141	100.0	39.7	41.9	16.2	2.2	33.1		
Socio-Economic Status									
Subsidized meals	116	100.0	45.9	42.3	10.8	0.9	26.1	Yes	Yes
Full-pay meals	25	100.0	12.0	40.0	40.0	8.0	64.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	141	100.0	52.2	39.0	8.8	0.0	8.8
Gender							
Male	69	100.0	58.2	37.3	4.5	0.0	4.5
Female	72	100.0	46.4	40.6	13.0	0.0	13.0
Racial/Ethnic Group							
White	63	100.0	42.9	42.9	14.3	0.0	14.3
African American	73	100.0	61.8	33.8	4.4	0.0	4.4
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	109	100.0	41.5	47.2	11.3	0.0	11.3
Disabled	32	100.0	90.0	10.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	141	100.0	52.2	39.0	8.8	0.0	8.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	141	100.0	52.2	39.0	8.8	0.0	8.8
Socio-Economic Status							
Subsidized meals	116	100.0	59.5	34.2	6.3	0.0	6.3
Full-pay meals	25	100.0	20.0	60.0	20.0	0.0	20.0

Social Studies							
All Students	141	100.0	36.8	50.0	11.0	2.2	13.2
Gender							
Male	69	100.0	50.7	40.3	7.5	1.5	9.0
Female	72	100.0	23.2	59.4	14.5	2.9	17.4
Racial/Ethnic Group							
White	63	100.0	30.2	52.4	14.3	3.2	17.5
African American	73	100.0	44.1	45.6	8.8	1.5	10.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	109	100.0	27.4	56.6	14.2	1.9	16.0
Disabled	32	100.0	70.0	26.7	0.0	3.3	3.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	141	100.0	36.8	50.0	11.0	2.2	13.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	141	100.0	36.8	50.0	11.0	2.2	13.2
Socio-Economic Status							
Subsidized meals	116	100.0	39.6	52.3	6.3	1.8	8.1
Full-pay meals	25	100.0	24.0	40.0	32.0	4.0	36.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	70	100.0	32.9	37.1	28.6	1.4	30.0
	4	47	100.0	25.5	36.2	38.3	N/A	38.3
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	31.8	40.9	25.8	1.5	27.3
	4	72	100.0	40.6	40.6	18.8	0.0	18.8
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	70	100.0	37.1	50.0	7.1	5.7	12.9
	4	47	100.0	12.8	42.6	25.5	19.1	44.7
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	69	100.0	37.9	50.0	9.1	3.0	12.1
	4	72	100.0	40.6	34.8	23.2	1.4	24.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	69	100.0	43.9	50.0	6.1	0.0	6.1
	4	72	100.0	59.4	29.0	11.6	0.0	11.6
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	69	100.0	27.3	59.1	10.6	3.0	13.6
	4	72	100.0	44.9	42.0	11.6	1.4	13.0
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 309)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.3%	Down from 5.6%	3.6%	3.0%
Attendance rate	97.2%	Up from 95.5%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.4%	Up from 0.0%	4.0%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.4%	Up from 0.0%	3.6%	3.2%
Eligible for gifted and talented	3.4%	Down from 7.7%	8.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.7%	Up from 4.4%	8.5%	8.2%
Older than usual for grade	2.6%	Down from 4.0%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	47.6%	Up from 33.3%	48.6%	52.6%
Continuing contract teachers	90.5%	Down from 100.0%	82.1%	83.3%
Highly qualified teachers	94.1%	Up from 90.9%	94.1%	93.5%
Teachers with emergency or provisional certificates	4.8%	Down from 5.3%	0.0%	0.0%
Teachers returning from previous year	93.9%	Down from 97.0%	86.2%	87.0%
Teacher attendance rate	94.5%	Down from 96.8%	94.9%	95.0%
Average teacher salary	\$40,169	Up 5.7%	\$41,089	\$41,703
Prof. development days/teacher	14.0 days	Down from 15.1 days	13.0 days	12.8 days
School				
Principal's years at school	1.0	Down from 18.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 19.1 to 1	18.2 to 1	18.8 to 1
Prime instructional time	89.2%	Down from 91.1%	89.7%	89.8%
Dollars spent per pupil*	\$6,315	Up 12.1%	\$6,549	\$6,242
Percent of expenditures for teacher salaries*	64.0%	Down from 66.8%	64.7%	65.8%
Opportunities in the arts	Good	Up from Poor	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	94.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Lake View Elementary, a Title I School, serves approximately 330 students in grades pre-kindergarten through fourth grade. During the 2004-05 school year, the primary focus was raising students' test scores by providing standards-based instruction and assessment on a daily basis. Teachers in grades three and four worked closely with a math consultant to align math standards with instruction and assessment. Math manipulatives were purchased to promote hands-on math instruction and all students in grades one through four participated in math benchmark testing. The benchmarks were given three times throughout the year to diagnose students' strengths and weaknesses in math. Teachers used the diagnostic information to guide instruction and improve areas of weakness on an individual basis. Small group instruction in math for all third- and fourth-grade students was implemented on a weekly basis. All kindergarten teachers and assistants participated in intense early childhood training and the four-year-old kindergarten program was increased to a full-day program.

The Failure Free Reading Program, funded by Title I, was implemented as an after-school program to increase reading skills. Fifty-five students participated in this program twice a week with a total of twenty four sessions. Through the use of technology and small group instruction, students concentrated on improving reading and writing skills. The ratio of teacher to students was one Failure Free Reading trained teacher to every five students.

A two year improvement plan was written for the media center and implementation is underway. A media center advisory committee was organized and met several times to establish goals and monitor implementation of the plan. The plan involves creating a curriculum map of major topics, thematic units, and research projects by grade for all subject areas.

The High Performance Partnership with First Citizens Bank of Lake View worked closely with our school by providing incentives for perfect attendance, treats for the students and teachers, and visited classes on a regular basis.

Lake View Elementary is committed to providing a positive learning environment where all students maximize educational achievement.

Kimberly Scott, Principal
Kenny Miller, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	61	53
Percent satisfied with learning environment	82.6%	75.4%	78.8%
Percent satisfied with social and physical environment	73.9%	83.6%	73.1%
Percent satisfied with school-home relations	52.2%	80.3%	67.3%

*Only students at the highest elementary school grade level at this school and their parents were included.